



# Barnard Castle School

## RUGBY ACADEMY

### Safeguarding Policy January 2026

Issue 1.0

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Reviewed	BCS Rugby Academy DSL	January 2026
Approved	Governing Body	
Next Review	BCS Rugby Academy DSL	January 2027

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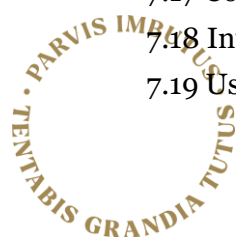
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## **PART 1 – Safeguarding Policy Statement**

We are committed to ensuring the welfare and safety of all young people in our care. We believe that every child and young person should be protected from harm and have their well-being promoted and maintained at all times. The Barnard Castle School Rugby Academy recognises its duty to consider the best interests of the child to achieve the best outcomes. Safeguarding and promoting the welfare of children is the responsibility of everyone at The Barnard Castle School Rugby Academy. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

We provide a safe and supportive environment where all young people can be happy and flourish. A flourishing young person is one that reaches their potential in every endeavour. We want every young person to know who they can turn to for support. Every young person enrolled on the Barnard Castle School Rugby Academy has an extensive team around them to support them in their journey. We want every young person and every parent to “Be Part Of It”. By working in partnership with parents, we provide the best possible support for young people.

Feeling happy, safe and secure is vital to a fulfilling and rewarding time at the Barnard Castle School Rugby Academy and providing effective pastoral care underpins everything we do. We provide an environment where every young person is valued as an individual, can develop self-confidence, build lasting friendships, make the most of their talents and succeed.

This policy outlines the responsibilities of the Barnard Castle School Rugby Academy, staff members, governors, volunteers, students, and parents/guardians in safeguarding and promoting the welfare of children.

### **1.1 Aims of the Policy**

- To ensure that all staff recognise safeguarding and promoting the welfare of children as *“protecting children from maltreatment, preventing the impairment of children’s mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes”* (KCSIE 2024).
- To promote the well-being of all children, including vulnerable groups, by providing clear information regarding relevant support services, pastoral care, and appropriate educational resources to enhance their physical, emotional, and mental health.
- To define the standard for a system of monitoring of those thought to be at risk of harm, and to ensure that we, the Barnard Castle School Rugby Academy, contribute to assessments of need and support for those children.
- To ensure that all staff members, volunteers, and governors working within the Barnard Castle School Rugby Academy have had the listed background checks in line with Safer Recruitment Guidelines, our Code of Conduct, and safeguarding training.
- To ensure all staff members, volunteers, and governors are equipped with the knowledge and understanding of safeguarding issues, procedures, and reporting mechanisms.
- To encourage an environment of open communication where concerns about a child's welfare or safety can be raised and addressed promptly. All staff members, volunteers, and governors will be trained to report concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL), who will follow the appropriate procedures in line with local safeguarding guidelines.
- To highlight the importance of working closely with parents/guardians, external agencies, and other relevant stakeholders to ensure a coordinated approach to safeguarding and promoting the welfare of children.
- To set specific dates for regular reviews of our Safeguarding Policy and Procedures to ensure they remain effective, relevant, and compliant with legal requirements and local safeguarding guidelines.



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### **PART 1 – Safeguarding Policy Statement**

- To recognise the importance of confidentiality and data protection in safeguarding matters. Information will be handled securely and shared only on a need-to-know basis, following relevant data protection regulations.
- This policy applies to the Barnard Castle School Rugby Academy, ('The BCS Rugby Academy').

#### **1.2 Equal Opportunities Statement**

In meeting its safeguarding obligations the BCS Rugby Academy will be mindful of the obligations under the Equality Act 2010, which covers discrimination against a child or prospective child on grounds of sex, race, caste, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. All staff, volunteers and governors with responsibilities under this policy must take into account the Equal Opportunities Policy when discharging their duties.

Children with Disabilities can face additional safeguarding challenges, including communication barriers and difficulty in overcoming these. Staff, volunteers and governors should guard against the assumption that certain behaviours, moods and injuries necessarily pertain to the child's disability without the need for further exploration and be aware that behaviours such as bullying may impact disproportionately upon a child with SEND without them necessarily displaying signs of this.



## PART 2 – Statutory Guidance

The policy is updated annually in accordance with the following documents to reflect changes in legislation and best practice:

- Keeping Children Safe in Education (KCSIE 2025) - Statutory Guidance for schools and colleges
- Disqualification under the Childcare Act 2006 (update August 2018)
- [What to do if you are worried a child is being abused: advice for practitioners \(March 2015\)](#)
- Working Together to Safeguard Children updated February 2019 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Sexual violence and sexual harassment between children in schools and colleges (Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads) May 2018
- [Ofsted's Review of sexual abuse in schools and colleges – 10 June 2021](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(September 2021\)](#)
- [Education and Training \(Welfare of Children\) Act 2021](#)
- Information Sharing: Guidance for practitioners providing safeguarding services (updated July 2018)
- Revised Prevent Duty Guidance for England and Wales (updated April 2019)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- UKCCIS (UK Council for Child Internet Safety) 'Education for a Connected World'
- The use of social media for on-line radicalisation (July 2015)
- Independent Schools Inspectorate Handbook – the regulatory requirements (and as amended).
- DBS Referral Guidance (as may be amended from time to time)
- [National Minimum Standards for Boarding Schools - September 2022](#)
- Teacher Misconduct – [Teaching Regulation Agency \(TRA\)](#)
- Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time)
- [The Domestic Abuse Act 2021](#)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedom Act 2012
- The Children Act 2004
- Use of Reasonable Force in Schools 2013
- Information Commissioner's Office Data Sharing Code of Practice May 2011 (updated 2019-20)
- Multi Agency Practice Guidelines: Female Genital Mutilation (2018)
- Equality Act 2010 (Updated June 2015)
- Relationships and sex education (RSE) and health education (DfE 2020)
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017)

The policy also takes into account the procedures and practice of Durham County Council as part of the inter-agency safeguarding procedures set up by the Durham Safeguarding Children Partnership (DSCP) 2019.

This policy operates in conjunction with other related BCS Rugby Academy policies and procedures.

A glossary of terms and abbreviations used in this policy can be found in Appendix 21 at the end of the document.



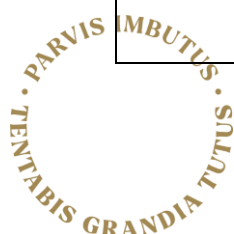
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PART 3 – Key Safeguarding Contacts

**PART 3 – Key Safeguarding Contacts**

**3.1 Internal Contacts**

Safeguarding is “everyone’s responsibility” (KCSIE 2025), however, within School there are key staff members with additional responsibilities:

<p><b>Designated Safeguarding Leads</b>  (See Appendix 2 for DSL Job Description)</p>	<p><b>Mr William Chaloner</b> Barnard Castle School Rugby Academy Welfare Manager <a href="mailto:whc@barneyschool.org.uk">whc@barneyschool.org.uk</a> 01833 696076</p>	
<p><b>Deputy Designated Safeguarding Leads</b></p>	<p><b>Mr Martin Pepper</b> Barnard Castle School Rugby Academy Course Director <a href="mailto:mtp@barneyschool.org.uk">mtp@barneyschool.org.uk</a> 01833 696067</p>	
	<p><b>Mr David Bates</b> Director of International Education and Enterprise <a href="mailto:mtp@barneyschool.org.uk">mtp@barneyschool.org.uk</a> +44 (0) 7353 159136</p>	
<p><b>Barnard Castle School Senior Leadership Contacts</b></p>	<p>Headmaster: <b>Mr David Cresswell</b> <a href="mailto:djc@barneyschool.org.uk">djc@barneyschool.org.uk</a> 01833 696022</p>	<p>Deputy Head (Pastoral): <b>Mrs Caroline Riley</b> <a href="mailto:cjr@barneyschool.org.uk">cjr@barneyschool.org.uk</a> 01833 696068</p>
	<p>Safeguarding Link Governor: <b>Ms Donna Vinsome</b> <a href="mailto:govdv@barneyschool.org.uk">govdv@barneyschool.org.uk</a> 01833 690222</p>	<p>Deputy Safeguarding Link Governor: <b>Dr Jon Elphick</b> <a href="mailto:govje@barneyschool.org.uk">govje@barneyschool.org.uk</a> 01833 690222</p>
		<p>Chair of Governors: <b>Mrs Catherine Sunley</b> <a href="mailto:govcjs@barneyschool.org.uk">govcjs@barneyschool.org.uk</a> 01833 690222</p>
<p><b>Additional Core Pastoral Group Staff</b></p>	<p><b>School Nurses</b></p>	



**Safeguarding Policy Sept 2025, Issue 1.0**  
PART 3 – Key Safeguarding Contacts



**Safeguarding Policy Sept 2025, Issue 1.0**  
PART 3 – Key Safeguarding Contacts

**3.2 External Contacts**

As our young people, both day and residential, reside across a wide range of counties and countries we work in line with the procedures of each geographical area.

The Local Authorities listed below represent the majority of our children. The BCS Rugby Academy will contact whichever authority is relevant to the children concerned.

<p>Durham Safeguarding Children Partnership (For children in the BCS Rugby Academy who live in County Durham [excluding Darlington])</p>	<p>First Contact: 03000 267 979 - Option 3. Professionals will be asked to complete a referral form: <a href="#">Children's Services Safeguarding Referral Form</a> and email this to: <a href="mailto:firstcontact@durham.gov.uk">firstcontact@durham.gov.uk</a> <b>Durham Local Authority Designated Officer (Durham duty LADO): 03000 268835</b></p>
<p>North Yorkshire Safeguarding Children Partnership: (For children in the BCS Rugby Academy who live in North Yorkshire)</p>	<p>A written referral using the <a href="#">universal referral form</a> must be completed and submitted within 24 hours of your telephone call. If you believe the situation is urgent but does not require the police, please call 01609 780780 (24 hours; emergency teams operate weekends and evenings) - you do not need to make a telephone contact prior to submitting a written referral should the situation not be urgent. Please send the completed referral form to <a href="mailto:Social.care@northyorks.gov.uk">Social.care@northyorks.gov.uk</a> If you have access to an egress account, please send to <a href="mailto:Social.care@northyorks.gov.uk">Social.care@northyorks.gov.uk</a> via egress. <b>North Yorkshire Local Authority Designated Officer (NY LADO):</b> <b>Duty LADO: 01609 533080</b> A completed <a href="#">LADO referral form</a> should be emailed to <a href="mailto:lado@northyorks.gov.uk">lado@northyorks.gov.uk</a></p>
<p>Darlington Safeguarding Partnership (For children in the BCS Rugby Academy who live in Darlington)</p>	<p>Children's Initial Advice Team (CIAT) 01325 406252 / Out of Hours Emergency Duty team 01642 524552. <b>Darlington Designated Officer (formerly known as LADO): 01325 406451</b> Information can subsequently be forwarded to the DO via secure email: <a href="mailto:designatedofficer@darlington.gov.uk">designatedofficer@darlington.gov.uk</a></p>



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PART 3 – Key Safeguarding Contacts

<p>Westmorland and Furness Council (Formerly Cumbria)</p> <p>(For children in the BCS Rugby Academy who live in Westmorland and Furness, Cumbria)</p>	<p>CSPS (Cumbria Safeguarding Children Partnership). Complete the <a href="#">Single Contact Form</a>, unless urgent.</p> <p>Safeguarding Hub and Emergency Duty Team: 0300 373 2724</p> <p><b>Cumbria Local Authority Designated Officer (Cumbria LADO)</b></p> <p>Complete a <a href="#">LADO Position of Trust Referral</a> notification form and send to the Cumbria Safeguarding Hub:</p> <p>Tel: 03003 033892</p> <p>Email: <a href="mailto:lado@cumbria.gov.uk">lado@cumbria.gov.uk</a> – document should be password protected.</p>
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Other key external safeguarding contacts that may be accessed are:

<p><b>Disclosure and Barring Service (DBS)</b></p> <p><a href="https://www.gov.uk/government/organisations/disclosure-and-barring-service">https://www.gov.uk/government/organisations/disclosure-and-barring-service</a></p>
<p><b>Boarding Schools Association (BSA)</b></p> <p><a href="#">The Boarding Schools' Association   Boarding School Training   The Voice of Boarding Schools</a></p>
<p><b>Childline</b></p> <p>0800 1111</p>
<p><b>NSPCC</b></p> <p>0808 800 5000</p>
<p><b>NSPCC Whistleblowing Advice Line</b></p> <p>0800 028 0285</p> <p><a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>
<p><b>Channel and Prevent</b></p> <p>You can refer an individual to the Channel process or report Prevent related information to the force Prevent team on 101 or via the website <a href="#">Prevent   Durham Constabulary</a></p> <p>If you have concerns you may fill in a Prevent referral form (issued by the Prevent team) and send it via email (specific email provided for each case by the Prevent team).</p> <p>Prevent advice line: 0800 789 321</p> <p>The Department of Education has a dedicated telephone helpline to enable staff and governors to raise concerns relating to extremism: 020 7340 7264</p>
<p><b>Female Genital Mutilation (FGM)</b></p> <p>Anyone can report concerns about FGM to Durham police on the direct number 101.</p> <p>If you are worried a child is at risk of or has already had FGM, call the NSPCC free, anonymous dedicated FGM helpline on 0800 028 3550 or email <a href="mailto:fgm.help@nspcc.org.uk">fgm.help@nspcc.org.uk</a>.</p>



## **PART 4 – Understanding Abuse and Safeguarding Risks**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect

See Appendix 2 of this policy for further detail of the types of abuse and possible signs of abuse.

### **4.1 Child on Child Abuse**

The BCS Rugby Academy has a zero-tolerance approach to **child-on-child** abuse. All children are made aware through briefings, displays and staff interaction of the systems in place for them to report abuse. The BCS Rugby Academy recognises that, even if there are no reported cases of child-on-child abuse, this doesn't mean it is not happening within the BCS Rugby Academy and vigilance will remain high. Staff are trained to recognise that young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes and the message of "it could happen here" is reinforced during staff induction and training.

**All** staff are made aware through training and updates that children can abuse other children. Child-on-child abuse is abuse by one or more children against another child. It can manifest itself in many ways and can include (but is not limited to):

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may stand alone or part of a wider pattern of abuse;
- upskirting – the Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.
- displaying pictures, photos or drawings of a sexual nature
- sharing nudes or semi-nude images/video (also known as sexting or youth produced sexual imagery);
- coercing others into sharing images of themselves or performing acts they're not comfortable with online
- initiation/hazing type violence and rituals.

When dealing with allegations of child-on-child abuse, the BCS Rugby Academy's DSL will at all times pay due regard to advice in Part 5 of KCSIE 2025.



## **4.2 Sexual Violence and Sexual Harassment**

Sexual violence and harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Evidence shows that girls, children with SEND and LGBTQIA+ children are at greater risk.

The BCS Rugby Academy will ensure that all victims are taken seriously and offered appropriate support.

Staff are made aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. Staff are aware through training that downplaying such behaviours can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Definitions of **sexual violence**, including rape, assault by penetration, sexual assault and consent, are made clear in the Sexual Offences Act 2003 and in [KCSIE September 2025 Annex A](#). BCS Rugby Academy staff are aware of what constitutes sexual violence and the fact that children can, and sometimes do, abuse other children in this way.

When referring to **sexual harassment** KCSIE 2025 defines this as ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (BCS Rugby Academy should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats and
  - upskirting (as described above) - this is now a criminal offence;
  - displaying pictures, photos or drawings of a sexual nature;
  - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

## **4.3 Sharing Nudes or Semi-Nude Images/Videos**

**(also known as Sexting or Youth Produced Sexual Imagery)**



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### **PART 4 – Understanding Abuse and Safeguarding Risks**

Under British law it is legal to have sex aged 16 and over. But it is illegal and a serious criminal offence to take, hold or share indecent photos of anyone aged under 18 – even if the person who has the image is under 18 themselves. It also does not matter whether they are boyfriend or girlfriend. Not only could the person be prosecuted, but they could be required by law to register as a sex offender.

#### **4.4 Online Safety**

We believe it is essential that children are safeguarded from potentially harmful and inappropriate online material. We provide an effective approach to online safety. We aim to protect and educate our young people and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, misinformation, disinformation, conspiracy theories, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other reasons
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

#### **4.5 Mental Health**

Through training, staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they should take immediate action by speaking to a DSL/DDSL, who will then take the lead on contact with appropriate services and/or local safeguarding partnerships.

Further information and advice regarding Mental Health support can be found in appendix 2.

#### **4.6 Children who are Potentially as Greater Risk of Harm**

Whilst **all** children should be protected, we recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). The list below, is not exhaustive, but highlights some of those groups:

- Children who need a social worker e.g. Child in Need or Child Protection Plans
- Children absent from education for prolonged or repeated periods of time
- Those requiring mental health support
- Looked After Children and previously Looked After Children
- Children with disabilities or health issues
- Members of the LGBT community (KCSIE 2025).



## **PART 5 – Roles and Responsibilities**

### **5.1 All Staff**

All Staff (*the term 'staff' refers to all adults within the BCS Rugby Academy*) are expected:

- to attend safeguarding training when provided
- to complete all online courses requested that will aid or improve their knowledge of safeguarding
- to read the annually updated version of Keeping Children Safe in Education Part 1
- to be aware of the indicators of abuse and neglect
- to understand that children can be at risk of harm inside and outside of the BCS Rugby Academy, inside and outside of home and **online**.
- to exercise **professional curiosity**, knowing what to look for to support **early identification** of abuse and neglect, so they are able to identify cases of children who may be in need of help or protection
- to be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful (children may feel embarrassed, humiliated, or being threatened)
- to show awareness that vulnerability, disability and/or sexual orientation or language barriers can have a profound impact on safeguarding
- to understand that children are at risk of abuse or exploitation in situations outside their families and that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- to be aware of the BCS Rugby Academy safeguarding procedures including the requirement to reassure victims of abuse that they are being taken seriously and will be supported
- to be familiar with this policy and The BCS Rugby Academy's Code of Conduct which is shared at induction and can be found in the Staff Handbook
- to seek support from a Designated Safeguarding Lead or Deputy if unsure at any point
- to follow advice given from the Designated Safeguarding Lead or Deputy

### **5.2 DSL and DDSL**

The BCS Rugby Academy's DSL is **Mr William Chaloner** who is a member of the Senior Management Team.

Their responsibilities include:

- to take lead responsibility for safeguarding and child protection matters in the BCS Rugby Academy, including online safety
- to maintain an overview of safeguarding within the BCS Rugby Academy
- to open channels of communication with local statutory agencies
- to support staff in carrying out their safeguarding duties
- to ensure that **all** staff are updated on statutory guidance and receive training thereon
- to monitor the effectiveness of the BCS Rugby Academy's policies and procedures in practice, acting as a source of support, advice and expertise for **all** staff
- to work with the Governors to review and update the BCS Rugby Academy's Safeguarding Policy
- to regularly review the BCS Rugby Academy's and their own practices and concerns about welfare and safeguarding matters

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.



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### **PART 5 – Roles and Responsibilities**

The BCS Rugby Academy's DDSL are Mr Martin Pepper and Mr David Bates who are both members of the Senior Management Team.

In the absence of the DSL, the other will firstly deputise, or the DDSL will deputise, as available. For out of School activities/hours, staff will contact either DSL, or the DDSL, initially by phone or email, in order to discuss safeguarding concerns, should they arise.

For the duration of the course, the DSL/DDSL will always be available for staff in the BCS Rugby Academy to discuss any safeguarding concerns. For out of hours/out of course activities, the BCS Rugby Academy's arrangements are that the DSL can be reached by email or by mobile phone daily and the most appropriate or most easily available DSL will respond to and deal with any incident immediately, contacting the Head if and as necessary. Personal mobile telephone numbers for DSL are kept in the BCS Rugby Academy offices and by the Head and may be used in out of hours/out of course times.

Full details of the DSL'/DDSL' role can be found at Annex C of KCSIE 2025.

### **5.3 Core Pastoral Group**

The BCS Rugby Academy Core Pastoral Group, which meets on a daily basis, is made up of:

- The DSL
- BCS Rugby Academy Nurses
- Other Welfare Leaders

This group ensures open and appropriate sharing of information that supports the safeguarding and wellbeing of children in our care, according to the principles outlined in HM Government's [Information Sharing July 2018](#). The BCS Rugby Academy acknowledges that the BCS Rugby Academy Nurses' support in safeguarding children is guided by the NMC's document: [The Code – Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates](#). In instances where sharing information in the BCS Rugby Academy setting appears to contradict The Code's guidance, the DSL should be consulted and the responsibility for whether to share sensitive information with key pastoral staff passed to them.

### **5.4 Governors**

Mrs Donna Vinsome is the Governor designated to take a lead in relation to responsibility for the safeguarding arrangements in the BCS Rugby Academy. She is a member of the Governing Body and is supported in this role by Dr Jon Elphick.

The Governing Body recognises its vital role in safeguarding and all governors receive annual safeguarding training. Safeguarding is on the agenda of every full governors meeting, where the designated Safeguarding Governor and DSL update the board on key developments and trends, and provide assurance of the ongoing effectiveness of the BCS Rugby Academy's procedures in dealing with the safeguarding events.

Annually, the Governing body reviews and approves the update of Barnard Castle School's Safeguarding Policy.

At the end of the course, the Designated Safeguarding Governor and DSL present a safeguarding report for the previous term to the Education, Welfare and Staff Development Committee, which summarise all safeguarding events in the previous course, an assessment of the BCS Rugby Academy's response and any trends that have become apparent.

In addition, the Education, Welfare and Staff Development Committee ensures the BCS Rugby Academy has appropriate filtering and monitoring systems in place and regularly review their effectiveness.

If there has been a substantiated allegation against a member of staff, the Designated Safeguarding Governor will ensure that the BCS Rugby Academy has worked with the LADO to determine whether



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there are any improvements to be made to the BCS Rugby Academy's procedures or practice to help prevent similar events in the future.



## **PART 6 – Promoting Welfare**

We believe that the BCS Rugby Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Children should be helped to develop their behaviours in order to reduce risks and build resilience, especially in the safe use of electronic equipment and the internet. This includes resilience to radicalisation.

All staff act in loco parentis and should therefore aim to act as a reasonable parent would. Staff should be approachable and friendly but there is a line which members of staffs should not cross. Staff should be consistent, open and honest.

The spiritual, moral, social and cultural development of children, including a focus on British Values, is actively promoted throughout the BCS Rugby Academy. This includes curriculum subjects, extracurricular activities and in the furtherance of the BCS Rugby Academy's ethos through chapel services, themed assemblies and child elected School Councils.

The promotion of fundamental British Values, coined by the Prevent Strategy, aims to prevent political indoctrination of children through the curriculum. Any prejudiced views are challenged as a matter of course.

The BCS Rugby Academy encourages the children in its care to raise **any** concerns that they might have and ensures that these are taken seriously. The BCS Rugby Academy also encourages children to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

### **6.1 Early Help**

Early help means providing support as soon as a problem emerges at any point in a child's life. The BCS Rugby Academy recognises that children may benefit most from early intervention and has arrangements for listening to children and providing early help. **All** staff have received training (currently provided by regular staff updates, led by the DSL) on the necessity to identify children who may benefit from early help, being aware of the early help process and understanding their role in it.

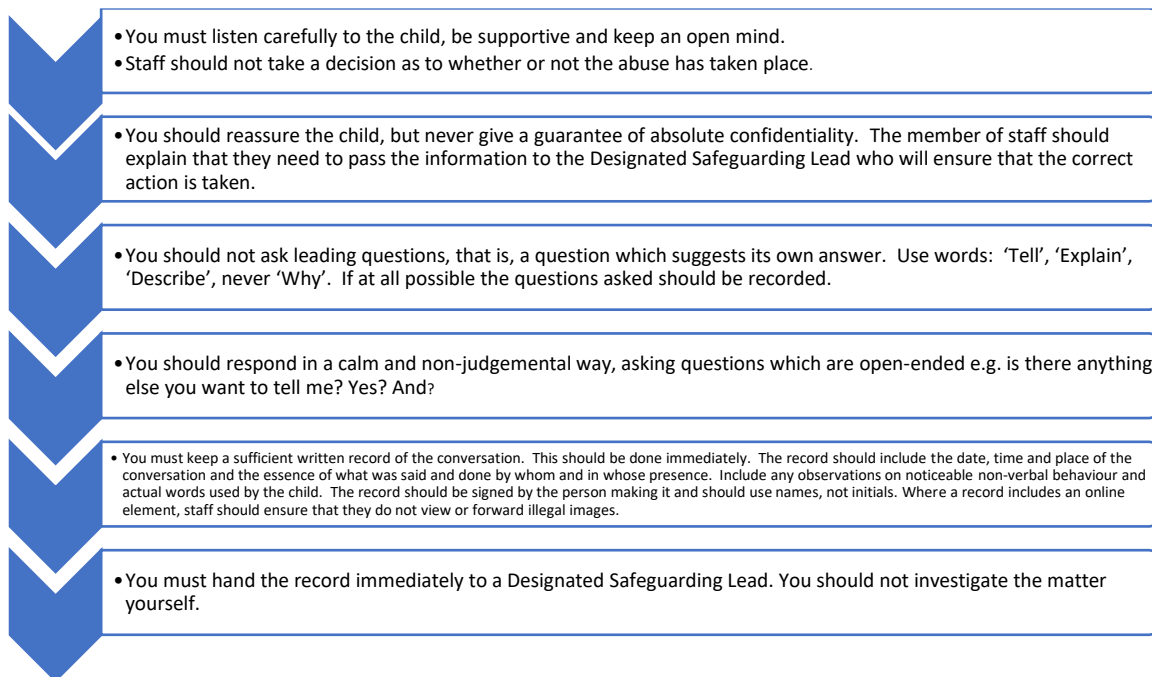
Staff are required to speak to a DSL /DDSL as soon as **any** concerns arise in order to discuss strategies for help and agree a course of action. The DSL/DDSL will, where appropriate, support staff and take the lead in liaising with other agencies, setting up interagency assessments, as appropriate. If early support is identified, the DSL will take the lead in keeping this under constant review and refer the case to local authority children's social care if appropriate. This may involve referral to specialist services.



## **PART 7 – Barnard Castle School Rugby Academy Safeguarding Procedures**

### **7.1 Responding to a Disclosure**

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the procedure below. A child is likely to disclose to someone they trust: this could be any member of staff. Through training, staff are provided with the following guidance:



This advice is given at **all** staff induction training.

Staff are encouraged to use the following phrases when meeting with a child who has disclosed abuse:

- **“I believe you”**. Children rarely lie about abuse (especially sexual abuse) although the role of the member of staff is not to determine the validity of the disclosure.
- **“It’s not your fault”**. It is always the adult’s responsibility – but the member of staff should avoid condemning the alleged abuser – especially if it is a family member.
- **“I’m glad you told me”**. Children who talk about their concerns are less likely to be seriously affected.
- **“I’m sorry this happened to you”**.
- **“I’m going to try to help you”**. BUT staff should NOT make promises which they may not be able to keep – especially with regard to confidentiality – disclosures must be reported and staff must not make blanket claims, e.g. they should avoid saying phrases such as “Everything will be all right”.

All concerns, discussions and decisions (together with reasons) made under these procedures are recorded in writing. Staff are trained to include the date, time and place of the conversation and include details of what was said by the child in the child’s own wording as far as possible. If this record is initially made on paper, it must be signed by the member of staff and referred to a DSL/DDSL as soon as possible following the conversation. This information will subsequently be logged by the staff member on the confidential, electronic reporting system. In other instances the staff member may log the record directly on to the confidential, electronic reporting system. The electronic reporting system will alert the DSL’s via email however it remains the member of staffs responsibility to ensure the DSL has seen the alert in a timely manner.



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### **PART 7 – Barnard Castle School Rugby Academy Safeguarding Procedures**

Where there is a safeguarding concern, the BCS Rugby Academy will ensure, as far as is possible, that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The DSL, in making decisions, will discuss with the child the actions to follow and listen to the wishes of the child during this process. The BCS Rugby Academy operates its procedures with the best interests of the individual child at their heart.

#### **7.2 Disclosure of Sexual Violence or Sexual Harassment**

In addition to the procedure defined above for managing a disclosure, where the disclosure involves sexual violence or sexual harassment the staff member must ensure that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem in reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. The staff member will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

The DSL will, where there has been a report of sexual violence, make an immediate risk and needs assessment. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that, in line with guidance in Part Five of KCSIE 2025, the DSL will inform police.

The need for a risk assessment will be considered. The risk and needs assessment will refer to

- the victim, especially their protection and support
- the alleged perpetrator; and
- all the other children (and, if appropriate, staff) at the BCS Rugby Academy, especially any actions that are appropriate in order to protect them.

Risk assessments will be recorded and kept under review by the DSL. The DSL will liaise with the Safeguarding Children Partnership, police and specialist services, as required.

The BCS Rugby Academy recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. **Where there is suspicion of abuse between children, the BCS Rugby Academy recognises the importance of rapid investigation and protection of all parties involved.** This may include separation and additional supervision. Victims of child-on-child abuse will be supported by the BCS Rugby Academy in the same way as for all allegations of abuse. The school also has an Anti-Bullying Policy.

The possibility of child-on-child abuse is minimised by:

- an open atmosphere of mutual trust among the BCS Rugby Academy community, especially within the residential community;
- experienced residential staff;
- good staffing provision and supervision;

Although relationships may develop, the BCS Rugby Academy forbids sexual acts between children at School.

Where an issue of child behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the school's Anti-Bullying and Behaviour policies:

A child against whom an allegation of abuse has been made may be suspended from the BCS Rugby Academy during the investigation. The BCS Rugby Academy will take advice from the Durham Safeguarding Children Partnership and/or the police on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all children involved including the alleged victim and alleged perpetrator. If it is necessary for a child to be interviewed by the Police in relation to allegations of abuse, the BCS Rugby Academy will ensure that, subject to the advice of the Durham



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Safeguarding Children Partnership and/or the police, parents are informed as soon as possible and that the children involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the BCS Rugby Academy and advice will be sought as necessary from the Durham Safeguarding Children Partnership and/or directly with the Police, as appropriate.

In the event of disclosures about child-on-child abuse, all children involved (both victim and alleged perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims and alleged perpetrators will be supported through the BCS Rugby Academy's pastoral network of DSL/DDSL/welfare team, as necessary, and support from external agencies will be sought, as appropriate.

#### **7.3 Disclosure of Sharing Nudes or Semi-Nude Images/Videos**

##### **(also known as Sexting or Youth Produced Sexual Imagery)**

When an incident involving youth produced sexual imagery is brought to a member of staff's attention, they should follow the steps above for dealing with a disclosure and then refer the incident to the DSL immediately. The DSL may then call a review meeting with relevant member(s) of staff, before speaking to the children involved. Parents should be informed as early as possible in the process unless there is a sound reason not to do so, e.g., if the child could be harmed as a result.

If there is a risk that the child has been harmed or is at risk of harm a referral should be made immediately to Durham Safeguarding Children Partnership and/or directly to the Police. Whilst the person most likely to make a referral is one of the DSL, anyone is entitled to make a referral.

#### **7.4 General Concerns about a Child**

If staff (including governors, contractors and volunteers) have **any** concerns about a child's welfare (as opposed to a child being in immediate danger or following a disclosure), they should speak with one of the BCS Rugby Academy's DSL to agree a course of action, although staff can make a direct referral to local authority children's social care. If in exceptional circumstances both DSL are unavailable, staff should refer to one of the BCS Rugby Academy's DDSL, or, if unavailable, consider speaking to a member of the Senior Management Team. If anyone other than a DSL/DDSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press local authority children's social care for reconsideration. Staff should challenge any inaction and follow this up with a DSL and local authority children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on the confidential, electronic reporting system, followed up with one of the DSL.

#### **7.5 Child is in Danger or at Risk of Harm**

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to local authority children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and local authority children's social care.

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and local authority children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded via the confidential, electronic reporting system and followed up with a DSL.



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#### **7.6 Child at Risk of Radicalisation**

Staff should follow the BCS Rugby Academy's normal referral processes by speaking to one of the DSL immediately when there are concerns about children who may be at risk of being drawn into terrorism. There may be a referral made to Channel or Local Authority Children's Social Care depending on the level of risk. Coordinated by the police, Channel provides multi-agency support operating within a 'pre-criminal space' in order to deal with concerns proportionately.

Contact details are provided above in the External Contacts Section.

(See **Appendix 2** for indicators for the early identification of safeguarding risks to protect and divert young people away from the risks of radicalisation.)

The BCS Rugby Academy, in recognition that children may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Prevent training is provided to **all** staff.

#### **7.7 Female Genital Mutilation ('FGM')**

There is a specific legal duty on members of staff to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. They should still discuss any such case with the DSL and involve Local Authority Children's Social Care as appropriate. (Appendix 2 of this policy give further information about FGM and procedures to be followed where a child may be at risk.)

Contact details are provided above in the External Contacts Section.

#### **7.8 Persistent Absence or Missing from Education**

All staff are aware of their responsibilities to maintain timely registers. The BCS Rugby Academy has an Admissions Register. The whole BCS Rugby Academy conducts a morning and afternoon registration and in Senior School there is also registration by activity and an end of day registration. Where children are marked as "not present" SMT are alerted, relevant staff are emailed to double check attendance and administrative staff take appropriate action to gain a reason for the young person's absence / non-attendance. To aid this process, every child has at least 2 emergency contact numbers listed.

Action should be taken in accordance with this policy if any absence of a child from School gives rise to a concern about their welfare.

#### **7.9 Concerns or Allegations of Abuse made Against Staff Members**

##### **(including the Head, Governors and Volunteers)**

The BCS Rugby Academy's procedures for managing safeguarding concerns or allegations against staff who are currently working in the BCS Rugby Academy follows Department for Education statutory guidance and Durham Safeguarding Children Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

If an allegation is made against anyone working with children in the BCS Rugby Academy, the BCS Rugby Academy will not undertake their own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. The LADO will provide advice and guidance to schools and colleges

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when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority children's social care, the school or college, or a combination of these.

In some cases the BCS Rugby Academy may first discuss informally with the Designated Officer on a no-names basis.

All allegations will be investigated as a priority to avoid any delay.

1. All allegations which appear to meet any of the above reporting criteria are to be reported straight away to the Head or to a DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed and vice versa. Where the Head or DSL is absent, reports may be made directly to the Chair of Governors. Where the Head or DSL is the subject of the allegation or concern, reports must be made to the Chair of Governors. In this instance the Head / DSL must not be informed of the allegation prior to contact with the Chair of Governors and Local Authority Designated Officer (LADO).
2. The Head will immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the Head deems there to be an immediate risk to children or there is evidence of a possible criminal offence, they will involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed and retained. The LADO should be informed within one working day of all allegations that come to the BCS Rugby Academy's attention and appear to meet the criteria or that are made directly to the Police and/or local authority children's social care.
3. The Head will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by local authority children's social care or the Police. The Head will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The Head should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. Due weight will be given to the views of the LADO and KCSIE 2025 when making a decision about suspension. Where the individual is suspended, the LADO will ensure they know who their point of contact is in the BCS Rugby Academy and shall provide them with their contact details.
5. Where a member of residential staff is suspended pending an investigation, the LADO will consider whether arrangements for alternative accommodation away from children should be made.
6. The Head will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from local authority children's social care or the Police.
7. The Head will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency (TRA) should be made where an allegation is substantiated, and the person is dismissed or the BCS Rugby Academy ceases to use their services, or the person resigns or otherwise ceases to provide their services.
8. The BCS Rugby Academy has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. If an investigation leads to the dismissal or



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resignation prior to dismissal of a member of staff specifically, the BCS Rugby Academy must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that staff member has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

9. On conclusion of the case, the Head will review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the BCS Rugby Academy's safeguarding procedures or practices to help prevent similar events in the future. The Head will also report the details of the above process to the Chair of Governors.

The BCS Rugby Academy will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records and destroyed. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE 2025 and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a child who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a child.

In all cases where there are concerns or allegations of abuse, the BCS Rugby Academy will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

If staff have a safeguarding concern or an allegation about another member of staff, governor or volunteer that does not meet the threshold, then this should be shared in accordance with the school's **Low Level Concerns Policy**.

#### **7.11 Concerns about Safeguarding Practices in the BCS Rugby Academy**

The BCS Rugby Academy aims to ensure there is a culture of safety and raising concerns and an attitude of **'it could happen here'**. Where staff have concerns about poor or unsafe practices and potential failures in the BCS Rugby Academy's safeguarding regimes, these should be raised in accordance with the BCS Rugby Academy's whistleblowing procedures which can be found in the BCS Rugby Academy's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report, provided that it is done in good faith.

The member of staff or volunteer should bring their concerns to the attention of one of the DSL, or in a case where the concerns relate to the actions or inaction of the DSL, to the Head.

Where a staff member feels unable to raise an issue through the BCS Rugby Academy's channels, or feels that their genuine concerns are not being addressed, other whistleblowing channels (e.g. the NSPCC whistleblowing helpline) may be open to them. Contact details for the NSPCC helpline can be found in the External Contacts above

#### **7.12 Working One to One with a Child**

There are some occasions where a member of staff may be required to work on a one-to-one basis with a child. In this situation staff are made aware:

- of the need to keep all actions open and clear
- to work within sight or sound of other adults where possible
- avoid closed doors unless the door has a clear glass panel
- avoid any physical contact with children



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#### **7.13 Arrangements for Visiting Speakers**

The BCS Rugby Academy has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The BCS Rugby Academy's responsibility to children is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the BCS Rugby Academy and British values.

The BCS Rugby Academy undertakes rigorous checklist (DSL and Course director) before agreeing to a Visiting Speaker being allowed to attend the BCS Rugby Academy. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the BCS Rugby Academy may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided. Visiting speakers will be provided with links to this safeguarding policy and the BCS Rugby Academy's Visiting Speaker Policy and will be asked to read the policies in advance of their visit.

Visiting Speakers, whilst on the BCS Rugby Academy site, will be supervised by a School employee. On attending the BCS Rugby Academy, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The BCS Rugby Academy shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy. Unsupervised volunteers whose presence is regular and frequent will be subject to the usual DBS checks.

#### **7.14 Safer Recruitment**

The BCS Rugby Academy is committed to safer recruitment processes. All members of staff at the BCS Rugby Academy including part-time staff, temporary and supply staff are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate.

A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment and a risk assessment put in place. Alternatively, if the applicant has subscribed to it and gives permission, the BCS Rugby Academy may undertake an online update check through the DBS Update Service.

The BCS Rugby Academy will conduct online searches of candidates and may ask candidates to provide social media handles.

Full details of the BCS Rugby Academy's Safer Recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the BCS Rugby Academy's Recruitment and Selection Policy.

#### **7.15 Recording Information**

The BCS Rugby Academy has a clear system for how information is organised and stored.

#### **7.16 Sharing Information**

In sharing information related to the safeguarding of children in our care, staff should refer to the following principles, which are set out in [Information Sharing \(July 2018\)](#).

The BCS Rugby Academy considers SMT, House parents and Nurses as staff members that may require access to sensitive information in order "to do their job effectively and make informed decisions".



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The above may require information to “keep a child or individual at risk safe from neglect or physical, emotional or mental harm”, or if it is to protect a child’s “physical, mental, or emotional well-being.”

The GDPR and Data Protection Act 2018 place duties on organisations and individuals to process personal information fairly and lawfully; they are not a barrier to sharing information, where the failure to do so would cause the safety or well-being of a child to be compromised.

When sharing information, staff should consider the following (STAAR):

- **Secure:** Wherever possible, information should be shared in an appropriate, secure way. Sensitive information will be shared by the DSL setting visibility appropriately.
- **Timely:** Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and, therefore, place a child or young person at increased risk of harm.
- **Adequate:** Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- **Accurate:** Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- **Record:** Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester.

#### 7.17 Consent to Share Information

The Data Protection Act 2018 includes ‘safeguarding of children and individuals at risk’ as a condition that allows practitioners to share information without consent.

Information can be shared legally without consent if a practitioner is unable to or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

#### 7.18 Information Technology Monitoring and Filtering

The School has appropriate **filters** (systems to block children accessing internet based content deemed to be inappropriate or harmful) **and monitoring systems** (robust systems for checking information provided from the filtering systems and using this information to spot trends and guide proactive action) in place to safeguard children from potentially harmful and inappropriate material online. These systems are informed in part by the Prevent Risk Assessment required by the Prevent Duty.

The School:

- identifies and assigns roles and responsibilities to manage filtering and monitoring systems
- reviews filtering and monitoring provision at least annually
- blocks harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

All staff are made aware, through training, of the difference between filters and monitoring in this context and are clear on who is responsible for monitoring and filtering systems.

The school’s subscribes to an internet filtering system with the facility to control and filter website content deemed inappropriate. Filters in place are relevant to the age and stage of development of the children. Time available for use of the internet is controlled according to age. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others and help manage online behaviour that can increase a child’s likelihood of, or causing, harm. Further detail of the BCS Rugby

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Academy's approach to online safety can be found in the school's online safety policy, which also includes detail on the use of mobile technology and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

#### **7.19 Use of School Premises for Non-School Activities**

Barnard Castle School Rugby Academy is committed to safeguarding and promoting the welfare of children and young people. This commitment extends to all areas of school life, including the use of school facilities by external organisations through commercial lettings and enterprise activity.

In line with Keeping Children Safe in Education (KCSIE 2025), the BCS Rugby Academy recognises its responsibility to ensure that appropriate safeguarding arrangements are in place whenever the premises are used by third parties. This includes activities that take place outside of normal school hours or are not directly supervised by school staff.

This applies to all lettings and enterprise-related activities involving external individuals or organisations, whether for community, educational, or commercial purposes. It covers the use of school buildings, Residential Houses, sports facilities, and other areas of the site.

#### Safeguarding Requirements for Hirers

All hirers must:

- Sign the BCS Rugby Academy's Safeguarding Agreement for Hirers, based on the BCS Rugby Academy's Enterprise Association Safeguarding Framework model.
- Provide a copy of their safeguarding policy, including the name and contact details of their Designated Safeguarding Lead (DSL), and procedures for reporting concerns and allegations.
- Submit a risk assessment appropriate to the activity, reviewed annually or in response to changes.
- Confirm that all staff and volunteers have undergone appropriate safer recruitment checks, including enhanced DBS checks, barred list checks, and right to work verification.
- Ensure that all staff have received safeguarding training relevant to their role and are familiar with the requirements of KCSIE 2025.
- Maintain a register of all staff and participants, including emergency contact and medical information.
- Comply with the Prevent Duty and ensure that no activity promotes extremism, hatred, or intolerance.
- Adhere to the BCS Rugby Academy's expectations regarding online conduct, supervision, and use of facilities.

The BCS Rugby Academy reserves the right to carry out spot checks and to exclude any individual deemed unsuitable to be on site. Any safeguarding concerns or allegations must be reported to the BCS Rugby Academy's DSL within 24 hours to be managed in accordance with the BCS Rugby Academy's safeguarding procedures, including referral to the Local Authority Designated Officer (LADO) where appropriate.

#### Oversight and Compliance

The Designated Safeguarding Lead (DSL) retains oversight of all safeguarding matters related to enterprise and lettings. The BCS Rugby Academy will use the SEA's Multiple-Use Safeguarding Risk Assessment (MUSRA) to assess and mitigate site-wide risks when multiple groups are present.



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Failure to comply with the safeguarding requirements outlined will be treated as a material breach of the hire agreement and may result in immediate termination.

#### **7.21 The Use of ‘Reasonable Force’ in BCS Rugby Academy**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between children or blocking a child’s path, or active physical contact such as leading a child by the arm out of the classroom.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.



## **PART 8 - Training**

### **8.1 Staff and Governors**

All induction and training are in line with advice from Durham Safeguarding Children Partnership. All new staff and governors are provided with induction training that includes:

- the safeguarding policy, including information about the identity and role of the DSL.
- the staff code of conduct, including the school's whistleblowing procedure and the acceptable use of technologies policy, staff/child relationships and communications including the use of social media (Staff Handbook)
- a copy of Part 1 of KCSIE 2025.
- BCS Rugby Academy leaders, all staff and governors will also be required to read and understand Annex A of KCSIE Sept 2025.

**All** school staff and governors are also at least annually required to:

- Read Part One of KCSIE 2025 and confirm that they have done so. Records are kept on the Single Central Record.
- Attend INSET or training each time Part One of KCSIE 2025 is updated by the Department for Education.
- Understand key information contained in Part One of KCSIE 2025 and complete online assessments. Completion of these assessments are monitored by the DSL and records are kept on the SCR.
- Complete or attend additional training related to safeguarding and child protection, in line with advice from the Durham Safeguarding Children Partnership. Training will include online safety, Prevent awareness and any other topic deemed relevant.

### **8.2 DSL/DDSL**

The DSL/DDSL receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the Durham Safeguarding Children Partnership's approach to Prevent duties.

In addition to their formal training, the DSL/DDSL's knowledge and skills are updated at least annually, to keep up with any developments relevant to their role, through attendance at courses, conferences, meetings, emails etc.



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### APPENDIX 1 – GLOSSARY OF TERMS AND ABBREVIATIONS:

#### APPENDIX 1 – GLOSSARY OF TERMS AND ABBREVIATIONS:

**CAMHS** – Child and Adolescent Mental Health Services

**Channel** - part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

**CSE** – Child Sexual Exploitation

**DBS** – Disclosure and Barring Service

**DfE** – Department for Education

**DSCP** – Durham Safeguarding Children Partnership. This was formerly the Durham Local Safeguarding Children’s Board (Durham LSCB). The DSCP provides the safeguarding arrangements under which the safeguarding partners and relevant agencies work together to coordinate their safeguarding services, identify and respond to the needs of children in County Durham, commission and publish local child safeguarding practice reviews and provide scrutiny to ensure the effectiveness of the arrangements. The 3 Statutory Safeguarding Partners in Durham are:

- County Durham Clinical Commissioning Groups (North Durham CCG, Durham Dales, Easington and Sedgefield CCG)
- Durham County Council (Children and Young People’s Service)
- Durham Constabulary

The Safeguarding Partners share responsibility for ensuring effective local safeguarding arrangements. In situations that require a clear, single point of leadership, all three Safeguarding Partners should decide who would take the lead on issues that arise.

**DSL** – Designated Safeguarding Lead – staff in School with chief responsibility for safeguarding.

**DDSL** – Deputy Designated Safeguarding Lead – staff with the necessary training to deputise for either DSL.

**Early Help** – providing support as soon as a problem emerges, at any point in a child’s life, from foundation years through to teenage years.

**FGM** – Female Genital Mutilation

**HBA** – Honour Based Abuse

**KCSIE 2025** – Keeping Children Safe in Education – Department for Education statutory guidance, updated annually

**LADO** – Local Authority Designated Officer, responsible for coordinating the response to concerns that an adult who works with children may have caused them or could cause them harm.

**LGBTQIA+** - Lesbian, Gay, Bisexual, Trans, Transsexual, Transgender, Questioning, Queer, Intersex, Asexual, other communities, including Allies

**Ofsted** - Office for Standards in Education, Children’s Services and Skills, which inspects and regulates services that care for children and young people, and services providing education and skills for learners of all ages.

**Prevent duty** - The [Counter-Terrorism and Security Act 2015](#) contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the Prevent duty.

**PSHE** – Personal, Social, Health, Education (curriculum subject in School)

**SEND** – Special Educational Needs and Disability



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### **APPENDIX 1 – GLOSSARY OF TERMS AND ABBREVIATIONS:**

**SMT** – the BCS Rugby Academy’s Senior Management Team

**Social Care Direct** – teams working within the Local Safeguarding Children’s Board

**TRA** – Teaching Regulation Agency, within the Department for Education (formerly the National College for Teaching and Leadership)

**UKCCIS** – UK Council for Child Internet Safety



## APPENDIX 2 – INDICATORS OF ABUSE AND NEGLECT

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

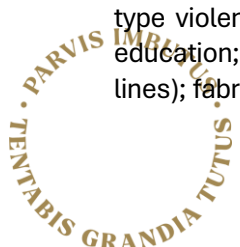
**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse:** Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Specific Safeguarding Issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults, sexting, initiation/hazing type violence and rituals. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; serious violence (including that linked to county lines); fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and



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### APPENDIX 2 – INDICATORS OF ABUSE AND NEGLECT

youth violence; gender-based violence / violence against women and girls; hate; mental health; radicalisation; misinformation, disinformation and conspiracy theories; relationship abuse; sexting; and trafficking.

**Contextual Safeguarding:** Safeguarding incidents and/or behaviours can be associated with factors outside the BCS Rugby Academy and/or can occur between children outside the BCS Rugby Academy. All staff, but especially the designated safeguarding leads (and deputies) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Local authority children's social care assessments should consider such factors, so the BCS Rugby Academy will provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**Mental Health:** Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they should take immediate action by speaking to a DSL/DDSL, who will then take the lead on contact with appropriate services and/or local safeguarding partnerships.

The following websites offer further advice on mental health issues:

- Mental Health and Behaviour in Schools
- Promoting children and young people's emotional health and wellbeing
- Preventing and Tackling Bullying,
- Rise Above Public Health England resources for secondary school teachers.

**Domestic abuse:** The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Children can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about

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safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

**Operation Encompass:** Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

**National Domestic Abuse Helpline:** Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

**Child Criminal Exploitation and Child Sexual Exploitation (CCE/CSE):** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

**Child Criminal Exploitation (CCE):** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol themselves;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**Child Sexual Exploitation (CSE):** CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through

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the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). It can occur over time or be a one-off occurrence.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol themselves;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So-called 'Honour Based' Abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

**County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, child referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism: <https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

**Serious Violence:** All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from



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school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for schools is provided in <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

**So-Called ‘Honour-Based Abuse:** So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL/DDSL. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and local authority children’s social care.

**FGM:** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A child may have difficulty walking, sitting or standing and may even look uncomfortable.
- A child may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the child’s return.
- A child is reluctant to undergo medical examination.

If staff have a concern that a child may be at risk of FGM, they should speak to the DSL immediately.

There is a specific legal duty on members of staffs to report to the Police if they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

**Anyone can report concerns about FGM to Durham police on the direct number**

**101.**

The national helpline is: 0800 028 3550 and [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**In addition there are a local support groups to help victims:**

- Shine 0191 277 2048 and [shine@newcastle.gov.uk](mailto:shine@newcastle.gov.uk)
- Angelou Centre 0191 226 0394 and [admin@angelou-centre.org.uk](mailto:admin@angelou-centre.org.uk)
- FGM awareness training is available to **all** staff – see DSL for details.

**Forced Marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an

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important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: **020 7008 0151** or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

**Radicalisation:** Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL/DDSL making a Prevent referral.

The BCS Rugby Academy’s DSL/DDSL are aware of local procedures for making a Prevent referral.

[Educate Against Hate](#), is a government website designed to support school members of staffs and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

**Modern Slavery and the National Referral Mechanism:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

**Cybercrime:** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale



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and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, ‘NPCC- When to call the Police’ and National Cyber Security Centre – [WWW.NCSC.GOV.UK](http://WWW.NCSC.GOV.UK)

**Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm.

In most cases School staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children’s social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances.

**Special Educational Needs and/or Disabilities:** Children with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.



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Staff will support such children in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.



**APPENDIX 3 – ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD**

